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15.0 PROGRAM OF ACTIVITIES

- 15.1 A planned program of age and developmentally appropriate activities which promotes the intellectual, social, emotional, and physical development of the children shall be provided for each age group. Activities shall be consistent with the National Association for the Education of Young Children's Developmentally Appropriate Practice.
 - 15.1.1 The training/curriculum specialist or designated staff member shall assess each classroom at least annually using the Early Childhood Environmental Rating Scale (ECERS) and the Infant/Toddler Environmental Rating Scale (ITERS).
 - 15.1.2 Copies of ECERS and ITERS assessments shall be kept on file in the CDC.
 - 15.1.3 ECERS and ITERS shall be used to determine staff training requirements and plan physical environments.
 - 15.1.4 Each CDC shall meet the standards for national accreditation by December 1996. Justification of non-accreditation shall be submitted to Pers-65. A plan of action shall be submitted and updated until accredited.
- 15.2 The planned program of activities shall be in writing and made available to parents.
 - 15.2.1 The plan shall contain a description of the activities and how they meet children's developmental needs.
 - 15.2.2 Implementing documents shall include, but not be limited to, requirements for equipment and supplies and staffing plans that provide staff continuity, parent participation, and guidance techniques.
 - 15.2.3 Planned activities shall be based on staff observations and reflect the interest, needs, and developmental levels of the children.

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15.2.4 Adult responses to children shall be individualized and adapted to the different developmental levels and expectations of children.

15.3 The developmental program shall include individual and small group experiences that are both adult- and child-initiated. Programs shall include:

- A variety of activities based on the child's abilities and interest
- Frequent interaction between staff and children
- Opportunities for creative experiences
- Opportunities for children to share ideas, experiences, and feelings
- Opportunities which aid in the development of large and small motor skills
- Opportunities to develop communication skills
- Opportunities and experiences which foster self-esteem and allow children to develop independence and feelings of self-worth
- Opportunities to develop social skills
- Opportunities for children to think, reason, question, and experiment
- Routines that encourage sound health, safety, and nutritional practices
- Activities which reflect geographic, ethnic, and cultural differences
- Continuity and flexibility to meet the needs of children, both individually and in groups

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- 15.3.1 Sufficient time shall be provided in the daily schedule for children to allow participation in and transition between activities.
 - 15.3.2 Sufficient developmentally appropriate materials which project heterogenous racial, sexual, and age attributes shall be provided to carry out the program of activities.
 - 15.3.3 Children shall not be required to move from one activity to another as a group.
- 15.4 The lead caregiver in each group shall develop and post a daily schedule.
- 15.4.1 Social/dramatic play, creative art, blocks, small motor development, language development, music, and large muscle activities will be offered daily. Activities shall be balanced and varied to reflect curriculum plans.
 - 15.4.2 The training/curriculum specialist shall assist in developing daily schedules and shall review activities to ensure they are developmentally appropriate for the age group.
- 15.5 The program and the environment shall be planned in such a way as to give every child an opportunity to develop independence.
- 15.5.1 This should include responsibility for materials, personal belongings, and any other self-help activities appropriate for the child's age.
 - Interest areas and shelves shall be appropriately labeled to assist children in developing independence and a sense of responsibility.

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- 15.5.2 Meals and snacks shall be served family-style to encourage self-help skills and independence.
- 15.6 Programs shall include active and passive activities that promote the child's self-esteem, self-confidence, and positive self-image.
 - 15.6.1 All children should be recognized as individuals and respect given to their privacy, background, and choice of activities.
 - 15.6.2 The program shall reflect the cultural diversity of the children and allow opportunities for the children to investigate a variety of social and cultural backgrounds.
 - 15.6.3 The number of children participating in an activity at one time shall be limited to facilitate interaction and constructive activity among children.
 - 15.6.4 All routines and activities shall be planned to prevent children from waiting in line, assembling in large groups or sitting for long periods of time.
- 15.7 Each age group, including infants, shall have an opportunity to spend a portion of the day outdoors.
 - 15.7.1 During inclement weather, the daily schedule should include indoor activities which foster large muscle development.
 - 15.7.2 Outdoor activities shall be scheduled so that not all children in the same age category are using their specific outdoor play space at the same time.

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- 15.8 Television and videotapes shall be used only occasionally. Use shall be limited to age-appropriate programs which enhance the development of young children. Use of television and videotapes shall normally not exceed 30 minutes a day.
- 15.9 Every full-day program shall include a routine for napping.
- 15.9.1 Supervised rest period shall be at least 1 hour for children under the age of 5 years who attend the CDC on a full-time basis.
- 15.9.2 Children who do not sleep must have a quiet time with materials or activities that do not disturb the children who are resting.
- 15.9.3 See Section 20 for nap and sleeping provisions.
- 15.10 Hourly care programs should be planned so that children can easily move in and out of the activities.
- 15.10.1 Examples of activities for hourly care are:
- Flannel boards
 - Books
 - Filmstrips
 - Puzzles
 - Creative art

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15.11 Field trips shall be part of the planned program.

15.11.1 Individual child permission slips signed by the parent shall be on file for each specific trip off the installation.

15.11.2 CDC management and front desk personnel shall be informed when a group leaves the CDC and provided the following information:

- Names of children in the group
- Names of adults accompanying the group
- Destination
- Expected time of return

15.11.3 There shall be a minimum of two staff members with each group at all times. Increased staffing through the use of parents and volunteers is desirable and encouraged.